A STUDY OF SKILL DEVELOPMENT INSTITUTIONS WITH SPECIAL REFERENCE TO AGRICULTURAL SECTOR IN HARYANA

SHORT SYNOPSIS

Submission in partial fulfilment for the degree of

DOCTOR OF PHILOSOPHY

to

MANAV RACHNA UNIVERSITY

By

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Year 2023

MANAV RACHNA UNIVERSITY

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SECTOR – 43, ARAVALI HILLS, FARIDABAD

DATE: 1-12-2023

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It is the work that is being carried out under the supervision of **Dr. Arvinder Kaur.**

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ABSTRACT

The world has shifted the frame towards sustainable development and this is the reason, the demand for skills has increased now. Agenda 2030 of UNESCO showcases the importance of sustainable development worldwide.

In the last few years India has also changed its strategies as a nation in lieu to proceed from a developing nation to a developed one. The government has sketched a new plan of development that starts from the elementary level and proceeds towards the higher levels. In the direction of development, a major step taken by the government is the Skill India project that covers many big and small endeavours under its umbrella. One of the major schemes is the Skill Development Mission that is running at national as well as state level by various states of the country. Keeping in view the vision of global development, India also accepted Agenda 2030 in the year 2015. The new education policy, NEP 2020, is a step in the direction of attaining various SDGs at the national level.

The current work focuses on the role of skill development institutions in providing trainings to enhance the skill sets of the stakeholders in agricultural sector at professional level. The work will take into consideration the viewpoint of institutional heads, trainers and trainees for understanding the challenges and impact of these trainings at the ground level. The data will be also be analysed quantitatively by studying the annual reports of the offices mentioning the details of the various training sessions being conducted throughout the year.

The research is expected to contribute towards strengthening the country's economic status by providing an insight into the efforts taken for the skill development of stakeholders in the agriculture sector. The research will also try to find out the major hurdles in implementation of Skill India Mission in the mentioned field and will also try to focus on some real time suggestions for the improvement in the system.

Keywords: Sustainable Education, Agenda 2030, NEP 2020, Skill development, Agriculture Sector.

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INTRODUCTION

Education is being defined by UNESCO as a purposeful activity aimed at achieving certain goals, which include transmission of knowledge, skills and character traits (UNESCO,2018)

Etymologically, the term 'Education' is derived from the Latin words '*educare'*, meaning "to bring up, rear, educate", and 'educere*'* meaning "to bring out, lead forth". We may relate educare to the development of mind and educere to the development of body (Etymology Dictionary).

'Skill' can be defined as 'the ability to use one's knowledge effectively and readily in execution'. It may also be defined as 'the learned power of doing something competently, having a developed aptitude or ability' (Merriam-Webster).

Skills can be of many types viz hard skills, soft skills, life skills etc. Hard skills are also known as technical skills and are defined as the skills related to specific task or situation. It involves understanding and proficiency in such activities that involves methodology, processes, procedures or techniques (A. DuBren, 2008). Soft skills refer to the set of interpersonal qualities that are essential for varied number of tasks. Soft skills include empathy, leadership, sense of responsibility, integrity, self-esteem, integrity and many such qualities (UNESCO). Life skills are the skill set required to live life in a rightful manner, to connect with the society and help one to achieve his/her goal in life. Some of the life skills can enlisted as empathy, emotional intelligence, decision making, time management etc. (Mind Help)

Skill gaps are basically the differences persistent in the actual skill sets that are required to perform a particular work (harrapa.education). This skill gap must be analysed and filled in time, as failing to do so hampers the professional and national growth.

Talking about the skill development, we can define it as 'making efforts in a systematic way to perform a skilled task that requires complex understanding of the facts. Skill development identifies the skill gaps and make efforts to improve them (elearningindustry.com).

Many experts have kept their views on the importance of skill development at the school level. They suggest that being a young mind, the child quickly and efficiently learns the skills required for a complex set of work. Hence, they recommend introduction of skill development

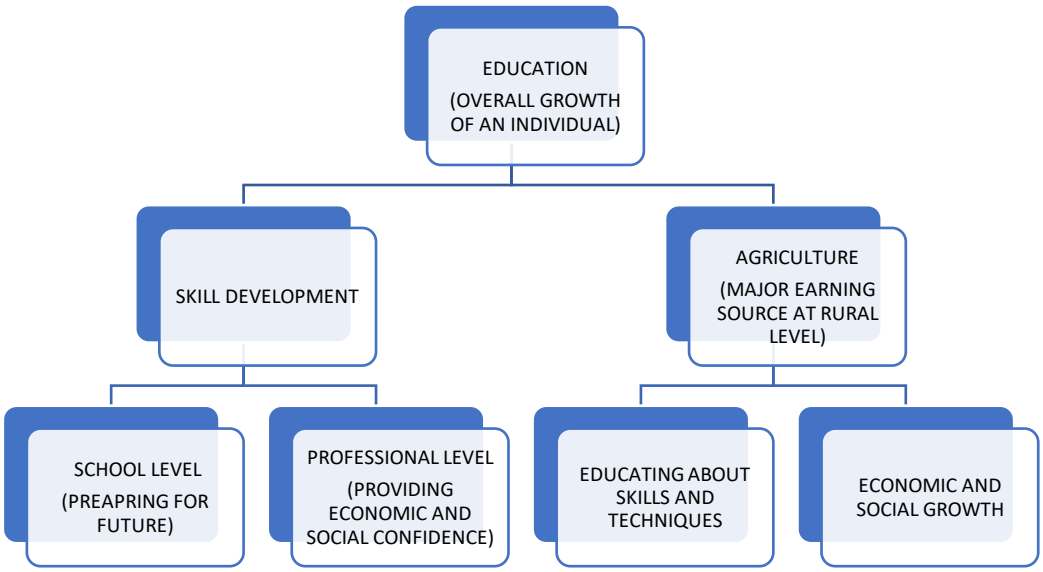
subjects at school level itself (Nayana Mallapurkar, Program Head, TISS School of Vocational Education, Dr Lakshmi Mohan, Campus Head, ITM Business School, Siddarth Bharwani, Vice President, Jetking Infotrain Limited, 2018: report of India Today News Channel).

The world is focusing on sustainable and global development as is very much certain in the Agenda 2030 by UNO. And the same has been envisioned in the new education policy 2020 by the Indian government. NEP 2020 completely supports sustainable development goal (SDG 4) laid by the UN, which demands sustainable education. In this line NEP 2020 offers skill development subjects right from 6th standard and also emphasises trainings at professional level (NEP 2020 Official documentation)

Agriculture describes the practice of producing crops and rearing livestock. It also includes aquaculture, fishery and forestry (UN,2021).

Agricultural skills are the skill sets that help a farmer or any one related to the field of agriculture to sustainably enhance the agricultural production. These skill sets make the persons involved professional in their thinking and outlook.

Some of the key agricultural skills that can be listed are adaptability, interpersonal skills, time management, organisational skills, technical skills, etc. There are many career options available in agriculture which include engineering, science, finance and general labour (agricollege.com). These career options show that both hard skills and soft skills are very essential in the field to support development at global **Conceptmap**



RATIONALE OF THE STUDY

Agenda 2030 of UNO focuses on sustainable development of the world. For this, the organisation has set SDGs that focuses on a spectrum of concerns. Amongst these SDGs, SDG 4 focuses on quality education which supports equal and compulsory education and also promotes skill development from primary level itself. SDG 8 works on descent work and economic growth and promotes productive employment. SDG 9 works on Industry, innovation and infrastructure and promotes sustainable industrialisation and foster innovation. India is a signatory member of Agenda 2030 for sustainable development of UNO and promotes the SDGs whole heatedly.

India, being an agriculture- based country, is dependent on agriculture sector for the livelihood of a major part of the population. The importance of agriculture as a means of livelihood and increasing the GDP of the country is well identified by the government of India. Also, keeping in view the Agenda 2030 they have introduced agriculture as a subject at school level through NEP 2020. The New Education Policy empowers the future professionals with the right skill knowledge prior to entering the profession. Although this initiative will be helping the stakeholder in the future, but it does not provide a solution for the current state in agriculture.

The current situation needs to be focused on with serious efforts from all the stakeholders involved. To appraise the current falling growth rate in the agricultural sector, initiatives are needed at first hand. The need of the hour is to provide skill development sessions to the stakeholders at the professional level so that they can benefit the country and the future stakeholders with their experience and innovative ideas. The skill development at professional level will help in promoting productive employment and efficient trainers and teachers for the students in the agriculture sector.

The current study will focus on the role of government aided skill development institutions in promoting skill development at the professional level in the sector. The study will be analysing the various skill development initiatives offered at government run skill development centres for agriculture sector. The success rate and impact factor of these initiatives will be studied and hurdles in running the initiatives by the institutions heads and also the outlook of the stakeholders undertaking the training sessions will be discussed that will help in mapping of solutions and suggestions for better implementation of the initiatives. The current study will provide an insight into the current situation and will be helpful in providing solutions for the related problems for upgradation of the agricultural sector.

LITERATURE REVIEW

Sustainable Education:

Hays and **Reinders** (2020) researched on the importance of sustainable learning and education (SLE) and also proposed a curriculum of SLE. They have concluded that for achieving sustainable education a cumulative effort is required from formal and informal institutions.

Skill Development as Means of Sustainable Development:

Soares and **Mosquera** (2019) have studied the relation between perceptions of employability and development of skills using Fuzzy set Qualitative comparative analysis and have found out that only one type of skill does not promote perception of employability but it requires a combination of skill sets.

Chenoy et al. (2019) have thrown light on preparedness of the country towards empowering the new age manufacturing through making the manpower 'future-ready' by developing skills in specialised areas. They have suggested the introduction of sector- specific Ph.D programmes in the universities and higher education institutions. They have also suggested the creation of skill specific curriculum at all three stages of education.

Maqbool and **Khan** (2019) have reviewed the literature related to skill development programmes being organised in the country. They have concluded in their study that although the need of skill development is realised in almost all fields but the initiatives are limited to selected ones.

Similar findings were concluded by **Swain** and **Swain** (2020) in their study.

Arora and **Chhadwani** (2018) have studied the secondary data and concluded that there is a need to strengthen the economy which can be achieved only when the educational institutes focus more on employable skills rather than academic skills.

NEP as Vehicle for Skill Development:

Bholane (2023) has evaluated the efforts of government in enhancing skill development. The author has also discussed about the catalytic role of NEP 2020 in skill development.

Verma and **Kumar** (2021) have critically examined NEP 2020 and have proposed suggestions for smooth implementation right from the primary level onwards. They have proposed proper

implementation of NEP 2020 as it supports sustainable education focusing on skill development.

Kumar (2022) has also evaluated the implementation of NEP 2020 and has concluded that at university level NEP 2020 is although implemented in curriculum but the infrastructure and orientation of stakeholders need more conditioning in the right direction.

Skill Development in Agriculture Sector:

Kiden and **Tafesse** (2023) in their study about the income diversification of small-holder farmers have highlighted the importance of training activities and skill knowledge for all the stakeholders.

Baruah and **Mohan** (2021) have worked on the use of ICT by professional in Agricultural Extension Services. They found out that the ICT is still not preferred by many personnels due to hesitation and learning lack of proper training for using the technology.

Upendra et al. (2020) has discussed about the latest technologies used worldwide by developed countries to enhance agricultural produce. They have stated in their conclusion that there is a gap between farmers and technology that needs to be fulfilled.

Ganguly, **et al.** (2019) have studied the scope of skill development in agriculture and food industry. They have suggested that different forms of skill development initiatives are required from the side of both the government and private organisations and all the stakeholders should be equally enlightened about the importance of skills in the field.

NEP 2020 for Agriculture:

Rani (2022) has reviewed NEP 2020 in light of agricultural education has concluded that there is a great need of increasing the skill training in agriculture education. The author has suggested the introduction of agriculture as a subject in schools right from the primary level.

Aggarwal (2022) has reviewed NEP 2020 in redesigning of agricultural education and has highlighted the role of ICAR in regulation of agricultural education. He has suggested the introduction of skill training in higher education institutes in agriculture and also scholarships in higher education.

Research Gaps:

From the review of the above literature, it can be drawn out that there are very less studies involving the primary data. Moreover, the focus is on imparting skill education at higher education level and skill development at professional is being neglected. Although some researchers suggest the lack of training at professional level but they do not provide solutions/ practical solutions to overcome the issue. Through the review it is observed that there is lack of skill development trainings and sessions at the professional level. It is also observed that much research is not done in this context in Haryana state. Although some researches focus on the hurdles on the part of the institutions but very limited studies consider the viewpoint of the stakeholders which are to be benefitted through these skill development sessions.

In view of the stated points, the current research work focuses on the role of agricultural institutions in providing skill development trainings and sessions at professional level in Haryana state.

RESEARCH QUESTIONS

Through the review of the literature and analysis of the research gaps, the following research questions were framed:

1. What is skill development in relation to the agriculture sector?
2. Why is skill development needed in the agriculture sector?
3. What is the scenario of skill development initiatives by the government in Haryana state?
4. What are the various schemes introduced by the government to accelerate economic growth in agriculture?
5. What is the role of skill development institutes in developing skills in the concerned areas?
6. What are the various initiatives undertaken by these institutes for the purpose?
7. What is the impact of these training sessions on the stakeholders?
8. What are the success rates to these sessions?
9. What problems are being faced by the institutions in implementing these initiatives?
10. What are the issues faced by the stakeholders undertaking these training programmes?
11. What could be the recommended solutions to increase the impact and success rate of these initiatives?

OPERATIONAL DEFINITION OF KEY TERMS:

A) SKILLS: It refers to ability to use one's knowledge of technicality and concepts related to agricultural field effectively and readily in execution and performance in the field.

B) SKILL DEVELOPMENT: It refers to identifying the skill gaps in a person in relation to agriculture sector and ensuring that the person develop the required skills to fill up the gaps.

C) SUSTAINABLE EDUCATION: In relation to the current study, the term refers to imparting the knowledge of the technical skills and concepts related to agriculture at school level.

D) STAKEHOLDERS: It refers to the personnels involved in agriculture sector at all levels.

E) SKILL DEVELOPMENT INSTITUTES: It refers to a place where skills related to agriculture sector are developed through practical training sessions and theoretical learnings.

OBJECTIVES OF THE STUDY:

- ✓ To analyze the success rate of the various training programs conducted by the various institutions.
- ✓ To study the challenges faced by the institutional heads in the smooth functioning of skill centers.
- ✓ To study the impact factor of the training sessions in terms of satisfaction level of the trainees undertaking these sessions.
- ✓ To examine the quality standards maintained at the skill centers in districts under Gurugram and Faridabad divisions of Haryana.
- ✓ To elicit suggestions from the study for an improvement in the system.

DELIMITATIONS

- ✓ The study is limited to skill development institutions at professional level.
- ✓ The study is limited to 12 government run institutions.
- ✓ The study will be limited to a sample of 400 people.
- ✓ The study is limited to the two divisions of Haryana state viz Gurugram and Faridabad.

METHODOLGY OF RESEARCH

RESEARCH APPROACH:

A qualitative approach is proposed for the research study. Through the review of the related literature, it is observed that the research study involves the responses of the human resources and considers people's experiences. The study is a holistic view of the given problem and therefore, requires qualitative approach to understand the problem.

SAMPLE SIZE OF THE STUDY

The sample size for the study will be 12 skill development institutions in the following divisions of Haryana state.

- GURUGRAM DIVISION: Gurugram, Mahendragarh and Rewari
- FARIDABAD DIVISION: Faridabad, Palwal and Nuh.

SAMPLING TECHNIQUE:

Purposive sampling technique will be opted for conducting the study as per the availability and willingness of the concerned individuals to participate in the survey.

DATA COLLECTION:

In the first round, the head of the respective departments will be interviewed for their viewpoint and details of the courses/ trainings offered. Also, the department will be requested to share their annual reports of current year related to the courses/ trainings offered.

In second round, the trainers of the particular training sessions will be interviewed for their viewpoint.

In the third and last round, the trainees will be interviewed to know about their responses after completing the respective trainings.

SAMPLE SIZE

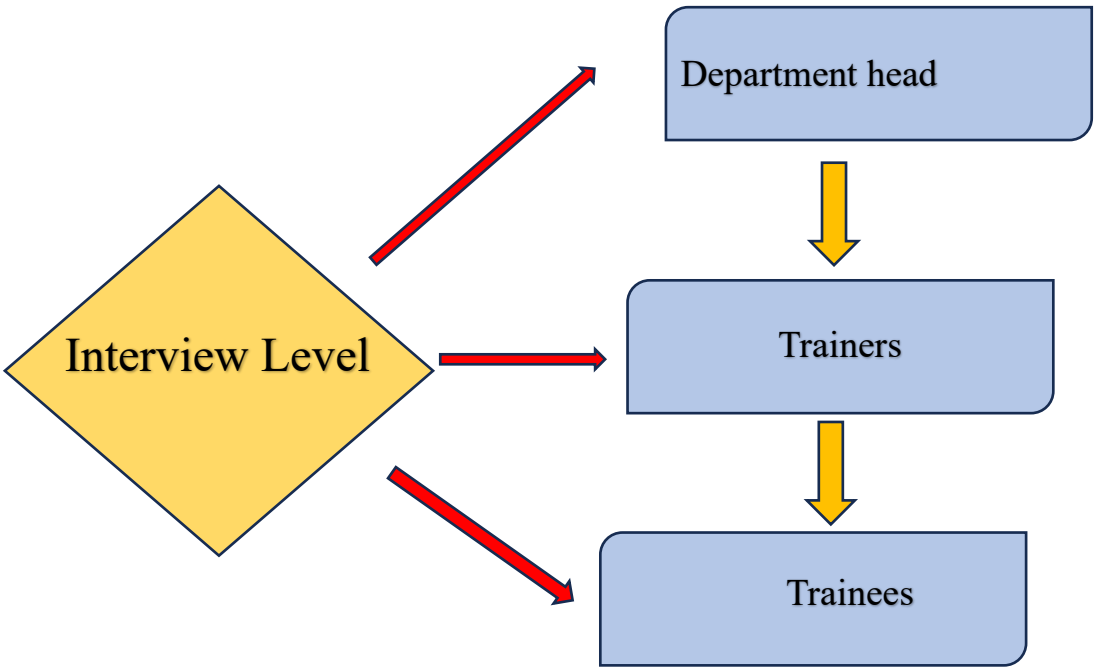
DIVISION	DISTRICT	KVK*	DoA** INSTITUTION	NO. OF TRAININGS ***	NO. OF HEADS	NO. OF TRAINERS	NO. OF TRAINEES****	REPORT ANALYSIS
FARIDABAD	FARIDABAD	1(CCSHAU*)	1	10	2	10	40	10
	PALWAL	1(CCSHAU*)	1	10	2	10	40	10
	NUH	1(CCSHAU*, MANDKOLA)	1(NUH)	10	2	10	40	10
GURUGRAM	GURUGRAM	1(IARI*)	1	10	2	10	40	10
	MAHENDER GARH	1(CCSHAU*)	1	10	2	10	40	10
	REWARI	1 (NGO)	1	10	2	10	40	10
TOTAL		**6**	**6**	**60**	**12**	**60**	**270**	**60**

GRAND TOTAL: (INTERVIEWS= 340; REPORT ANALYSIS= 60): 400

* KVK= KRISHI VIGYAN KENDRA, CCSHAU= CHAUDHARY CHARAN SINGH HARYANA AGRICULTURE UNIVERSITY, IARI= INDIAN AGRICULTURE RESEARCH INSTITUTION

** DoA= DEPARTMENT of AGRICULTURE, GOVT. OF HARYANA

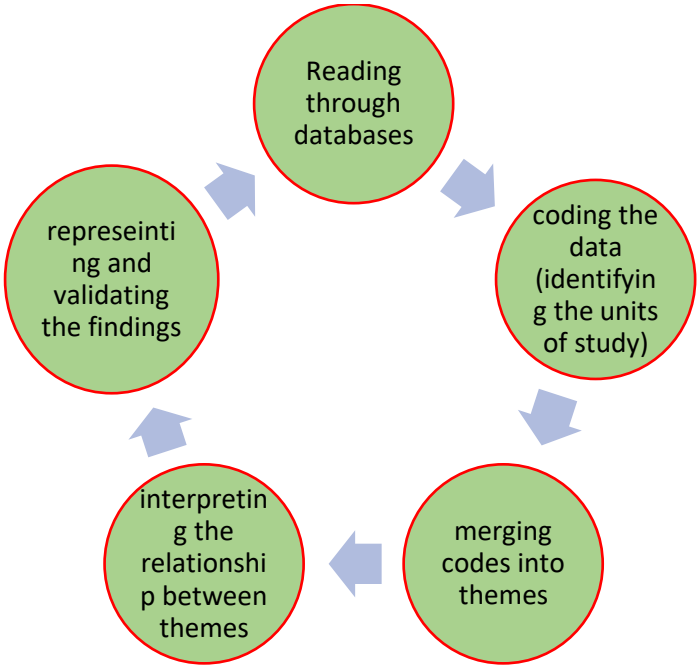
*** 5 TRAININGS PER INSTITUTION, **** 4 TRAINEES PER TRAINING



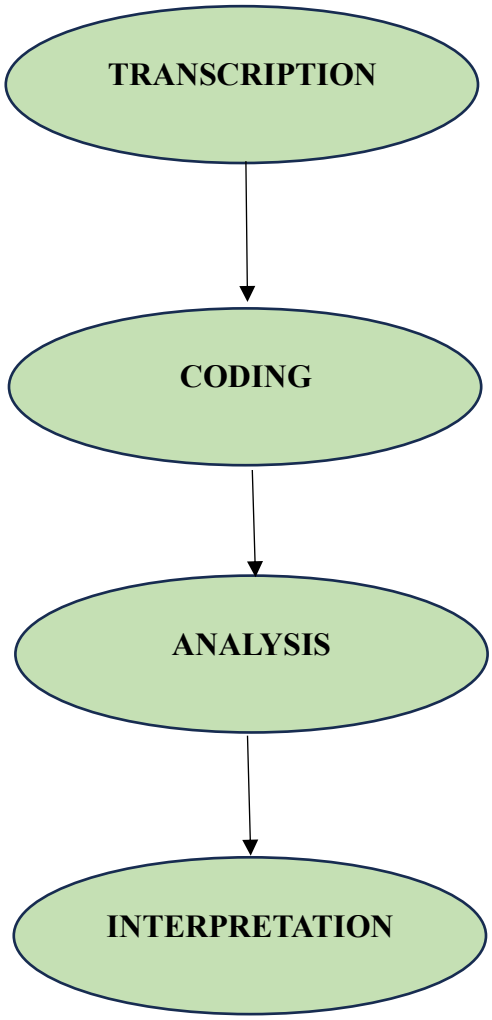
- Overall around **340 interviews** will be conducted as well as **60 training reports** will be analysed during the study.

DATA ANALYSIS:

The annual reports will be analysed through content analysis for analysing the trendline and success rates of the trainings being conducted by different departments.


Reading through databases
coding the data (identifying the units of study)
merging codes into themes
interpreting the relationship between themes
represeinting and validating the findings

The responses of departmental heads, trainers and trainees will be analysed through thematic analysis. Four-step procedure will be followed:



EXPECTED OUTCOME OF RESEARCH

- ✓ Being qualitative in nature, the research study will provide an in-depth knowledge on the viewpoints of different stakeholders in the related field.
- ✓ The study will help to find out the current trend in skill development through the training programmes initiated by the respective departments.
- ✓ The study will help in highlighting the gaps in running the skill development trainings by the related departments.
- ✓ Gaps being highlighted, the study will help in proposing suggestions for upgradation of the field that will ultimately help in uplifting the GDP of the country.
- ✓ The study relates to the Agenda 2030 of UNESCO and Skill development mission of India and therefore will open a new horizon for research studies to be conducted in the field.

PROPOSED RESEARCH TIMELINE

The research is expected to be completed by January, 2026.

PROPOSED ARRANGEMENT OF CHAPTERS

The final thesis will be divided into five chapters.

- ✓ The first chapter will include an introduction to the key variables along with objectives and rationale to carry out the research.
- ✓ The second chapter will be a review of the related literature.
- ✓ The third chapter will be focused on the detailed methodology adopted in the study.
- ✓ The fourth chapter will be related to data analysis, interpretation, and discussion of the findings.
- ✓ The fifth chapter will conclude the study followed by limitations of the present study and recommendations for future studies.

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Supervisor: Dr. Arwinder Kaur Department: Education and Human

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NAAC ACCREDITED 'A' GRADE INSTITUTION)

YEAR 2023

ABSTRACT

The world has shifted the frame towards sustainable development and this is the reason, the demand for skills has increased now. Agenda 2030 of UNESCO showcases the importance of sustainable development worldwide.

In the last few years India has also changed its strategies as a nation in lieu to proceed from a developing nation to a developed one. The government has sketched a new plan of development that starts from the elementary level and proceeds towards the higher levels. In the direction of development, a major step taken by the government is the Skill India project that covers many

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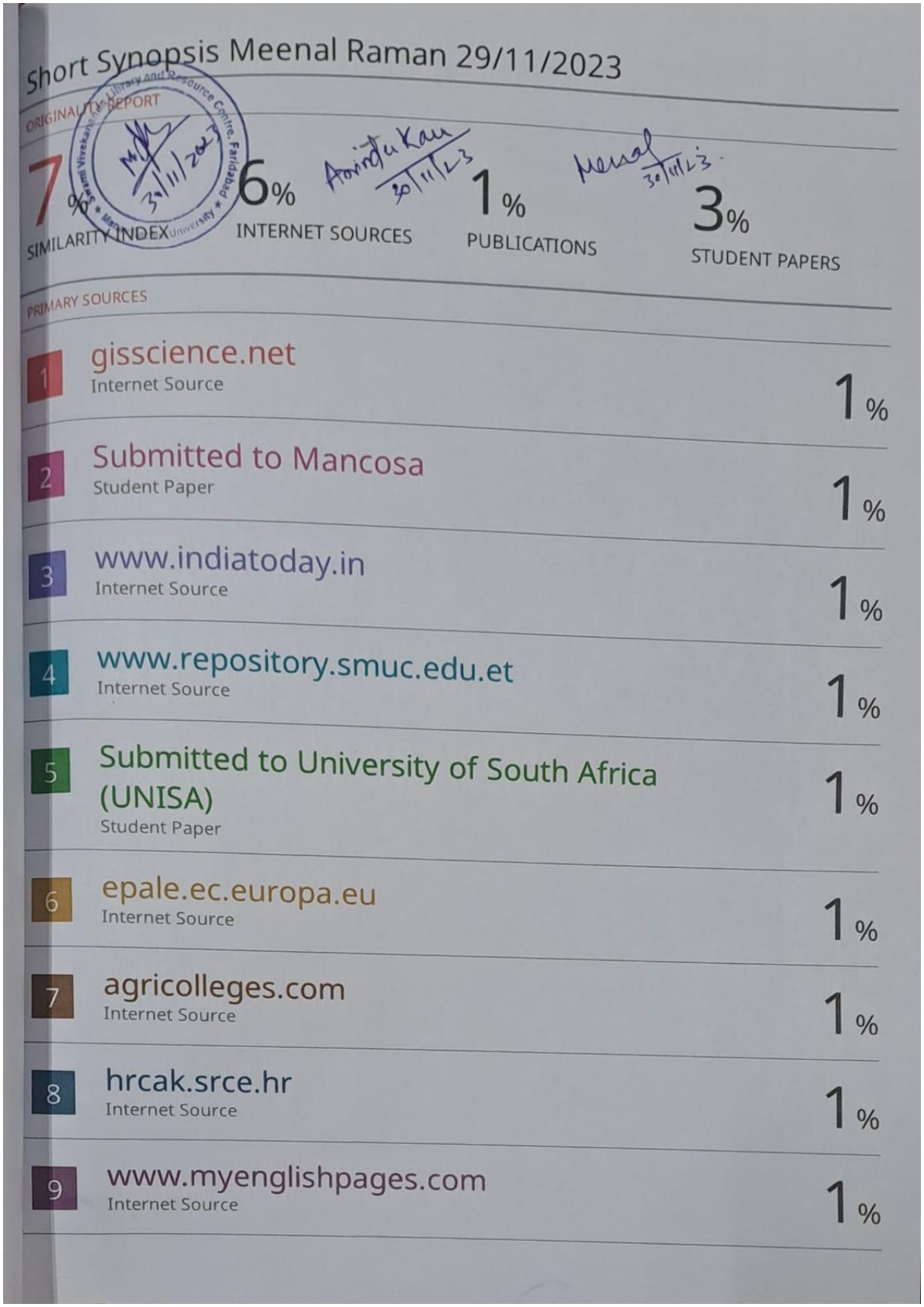
The current work focuses on the role of skill development institutions in providing trainings to enhance the skill sets of the stakeholders at professional level. The work will take into consideration the viewpoint of institutional heads, trainers and trainees for understanding the challenges and impact of these trainings at the ground level. The data will be also be analysed quantitatively by studying the annual reports of the offices mentioning the details of the various training sessions being conducted throughout the year.

The research is expected to contribute towards strengthening the country's economic status by providing an insight into the efforts taken for the skill development of stakeholders in the agriculture and allied sectors. The research will also try to find out the major hurdles in implementation of Skill India Mission in the mentioned field and will also try to focus on some real time suggestions for the improvement in the system.

Keywords: Sustainable Education, Agenda 2030, NEP 2020, Skill development, Agriculture and Allied Sectors.

INTRODUCTION



Short Synopsis Meenal Raman 29/11/2023

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